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CONTENTS

	Page
Editorial Comment and News Notes	65
Educational Design for the Great Society	Harold Benjamin 75
Education as Conservation	Roy E. Simpson 87
Knowledge for Survival	Eugene Staley 95
The Role of the Supervisor in Promoting Group Action	Gladys L. Potter 100
Films to Further International Understanding	111
What is a Grade?	Faith W. Smitter 117
The School Environment for Young Children in Kindergarten and Primary Grades	Della M. Perrin 120





Editorial Comment and News Notes

RESOLUTIONS OF THE CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION

The following resolutions were passed at the annual conference of the California School Supervisors Association held in San Francisco, California, October 26-29, 1947.

"... since wars begin in the minds of men, it is in the minds of men that the defenses of the peace must be constructed . . ." ¹ the California School Supervisors Association accepts its responsibility in building an educational program which will prepare for international living.

The California School Supervisors Association affirms that such a program requires:

1. Integrated school population and staffs representing all the people without regard to color or religious faith
2. That ways of teaching the basic facts of anthropology at all grade levels should be explored
3. That teacher-training institutions place an organized emphasis on the teaching of the findings of the recent research studies of the social anthropologists
4. That the California School Supervisors Association adopt a criteria for the selection of the textbooks so that materials which further understanding and respect for all peoples will be in use in our schools, and that it acquaint publishers with the criteria adopted

Rural Education. As one means of meeting the needs of rural youth, we recommend the continuation of the district or multidistrict conferences of educational and lay leaders. We recommend that support be given to the program of the State Commission on School Districts as it recommends changes which lead to the improvement of educational opportunity for boys and girls.

Because few choose teaching in rural communities as a profession, we recommend that a careful study be made of factors which deter com-

¹ Preamble to the Constitution of the UNESCO.

petent young people from choosing to become rural school teachers and that this study be followed by a strong state wide program aimed at removing the deterring factors.

We recommend that the California Council on Teacher Education re-evaluate the rural teacher-education programs in the teacher education institutions in the state. A rural teacher-education program must help rural teachers understand the orientation of rural schools in our social fabric and must recognize the special needs of those who are to teach in rural situations or those who are to participate in in-service rural education programs.

We recommend support of the Department of Rural Education of the National Education Association through membership and through participation in the study of problems of a national scope.

Class Size. Because thousands of children in the State of California are crowded into inadequate school facilities with overcrowded schedules, the California School Supervisors Association believes these children are being cheated of their rights to a wholesome happy school experience designed to meet their individual needs. We urge, therefore, unremitting effort to correct the deplorable emergency conditions of overcrowded schedules and classrooms which militate against good teaching. We recommend that steps be taken as rapidly as possible to reduce pupil-teacher load to not more than 20 pupils per teacher in the kindergarten, 25 in grades 1 to 3, and 30 pupils per teacher in grades 4 to 8 and to eliminate all double sessions.

We resolve to lend support and encouragement to the measures undertaken for recruitment of teachers, expansion of building facilities, financial aid to needy districts and to others which will relieve crowding. We, furthermore, resolve to keep before the public the urgent necessity for immediate action toward these ends.

State Evaluation Committee. Because the California School Supervisors Association believes that the public should be acquainted with the accomplishments of public education in California and that the evaluation program should reveal strengths as well as point the way for further educational progress we lend our support to any program of evaluation that is carried on in harmony with an educational program that is designed to meet the interests and needs of children.

Roy E. Simpson, State Superintendent of Public Instruction. The California School Supervisors Association commends the Superintendent of Public Instruction of the State of California, Mr. Roy E. Simpson, for his fearless fight to keep public instruction free from the control of any and all pressure groups, for his capable and courageous leadership, and for his understanding of the needs of the children of California as exhibited in his direction of the organization and administration of the State Department of Education.

California State Legislature. We commend the Legislature of the State of California for the many constructive measures enacted by the 1947 Session. The statutes include:

- (1) increasing state support for local school districts,
- (2) providing financial assistance for impoverished districts,
- (3) initiating schools and classes for mentally handicapped children,
- (4) setting up special schools for nondelinquent maladjusted children,
- (5) continuing support for Child Care Centers.

These and similar measures assure the people of California that their Legislature will continue to be aware of and responsive to the educational needs of their children.

State Board of Education and State Curriculum Commission. We commend the State Board of Education and the State Curriculum Commission for their support of professionally made recommendations for the selection of social studies textbooks.

Child Care Centers. Because the California School Supervisors Association recognizes the necessity for education of all young children in the formative years and the need for an integrated program of education of preschool children we lend our support to all efforts to continue the Child Care Centers after May 30, 1948.

Centennial Observances. During the years 1948-49-50 the citizens of California will be concerned with extensive centennial celebrations. Such programs present a challenge to the public schools to utilize their resources in community service. The members of the California School Supervisors Association recognize that without direction and guidance the educational resources of the State may be dissipated to the detriment of children. The Association recommends that the State Department of Education consider the advisability of appointing a committee of edu-

tors to determine basic policies which will guide the planning of school units in community and state-wide centennial activities.

Suggestion for Consideration of the 1946-47 Executive Committee. Because of the many pressing problems in education in California we recommend that the Executive Committee of the California School Supervisors Association consider ways and means for further study, through investigation, research, and experimentation, of the following problems:

1. Optimum class size on the kindergarten and elementary levels
2. Problems related to education of migratory children
3. The curriculum for children on the kindergarten and primary levels
4. A program of evaluation in its broader aspects relating to attitudes, appreciations and understandings
5. Ways and means of keeping better informed on legislative developments affecting education
6. Ways and means of implementing a closer affiliation and working relationship with the California Teachers Association
7. The promotion of the improvement of instruction on all levels and in all areas of education in the California Public Schools through a coordination of purposes and efforts of all professional groups concerned with supervision, curriculum coordination, instructional materials, evaluation, and child welfare

Appreciations. The Association expresses its gratitude to the staff of the San Francisco Schools for co-operation in planning and conducting the conference.

We appreciate the courteous and professional services extended to the members of the Association by the exhibitors of textbooks, visual aids, and other learning materials.

The California School Supervisors Association expresses its sincere gratitude for and confidence in the professional leadership given by the members of the State Department of Education. We express appreciation to Mr. Bernard Lonsdale, Acting Chief of the Division of Elementary Education and to Mrs. Elda Mills Newton, President of the California School Supervisors Association.

The Resolutions Committee suggests that a cable be sent to Miss Helen Heffernan bearing the good wishes of the Association with the message that she is greatly missed and will be welcomed home. The

Association appreciates the contributions she is making to international living, the theme of the conference.

Be it recommended that the foregoing statement of resolutions be adopted by the California School Supervisors Association at its annual business meeting in San Francisco, California, on Tuesday, October 28, 1947 and that copies be sent to all individuals and groups mentioned in the written report.

Respectfully submitted,

ROXIE ALEXANDER

MRS. GRACE E. MARTIN

FRANCIS L. DRAG

GRACE D. MINCH

ENOCH DUMAS

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RICHARD MADDEN

MRS. HELEN COWAN WOOD

MRS. RUBY L. HILL, *Chairman*

PLANNING FOR CHILDHOOD EDUCATION

Due to the widespread interest and activity in the improvement of early childhood education throughout California, it seems appropriate to reprint the "Plan of Action for 1947-49" of an organization whose contribution toward improvement of education for young children has been outstanding for the past fifty-five years. This organization is The Association for Childhood Education (International).¹ In California,² the Association has over 4,000 members, the majority of whom are classroom teachers of young children. Included also among the members are many intermediate grade teachers, administrators, and supervisors.

The Association in California is affiliated with the Association for Childhood Education (International) whose "Plan of Action for 1947-49" follows.

¹ Association for Childhood Education (International). Headquarters: 1201 Sixteenth Street, N. W., Washington, D. C.; Executive-Secretary: Mary E. Leeper.

² Association for Childhood Education (State of California). President: Mrs. Elizabeth Rosenberg, 28 Estrella Avenue, Piedmont 11, California.

*Plan of Action*³**PREAMBLE**

The Association for Childhood Education works for the education and well-being of children by promoting desirable educational conditions, programs and practices in the elementary school; raising the standard of preparation and encouraging continued professional growth of teachers in this field; actively cooperating with all groups interested in children in the home, the school and the community; and informing the public of the needs of children and how the school program is adjusted to fit those needs.

To move forward in its broad program, the Association biennially, through democratic referendum to its members, surveys the needs of children, selects and defines the more pressing current problems, and adopts a practical program of action to guide its individual members, branch organizations and the international Association in their work for children.

This is the A. C. E. Plan of Action for 1947-49. The suggested actions are emphasized, not to limit work in other areas, but to promote unified, concentrated effort in solving the more pressing problems of children.

RESOLUTION I. Inadequate School Facilities Must Be Remedied

Inadequate, unsafe, and unhygienic school buildings and grounds, and insufficient supplies and equipment, in many communities are depriving today's children of their fundamental right to decent educational opportunities. Such conditions may handicap them for years to come. Remedial action on inadequate school facilities is urgent.

Plan of Action for Branches and Individual Members

Inform themselves about modern school facilities in their own and other countries.

Evaluate their school facilities in terms of the needs of all children, their community, and a modern educational program.

Acquaint the public with the present lack of and need for adequate school facilities for their community.

Work with school administrators, parents, children and civic groups to modernize present school plants and equipment, and to plan for adequate new facilities.

Support such state and federal aid measures as will make possible good public school facilities for all children.

³ Reproduced from *Yearbook*, 1947, pp. 5-8. Washington 6: The Association for Childhood Education (International), 1947.

Plan of Action for the International Association

Compile and disseminate approved plans for school buildings and grounds and descriptions of better plans of adapting and modernizing present facilities to meet the needs of children.

Cooperate with manufacturers in improving present supplies and equipment and in creating new, safe and efficient materials.

Publish revised edition of the *Equipment and Supplies bulletin*.

Support federal aid to public education, directly and through branches.

RESOLUTION II. Congested School Programs Must Be Eliminated

Today's frenzied school programs which result largely from inadequate school facilities, shortage of teachers, lack of understanding the needs of children and failure to interpret their needs to the public lead to frustration of children, teachers and parents. Such situations prohibit sound educational practices and retard the desired development of children. Congested school programs must not become accepted as a continuing condition in childhood education.

Plan of Action for Branches and Individual Members

Strive constantly for desirable teacher load with due consideration to individual situations.

* Suggestions are:

Children 3- 4 years—10 to 15 per teacher

Children 4- 5 years—15 to 20 per teacher

Children 6- 8 years—20 to 25 per teacher

Children 9-12 years—25 to 30 per teacher

Oppose "double day" sessions and "severe departmentalization."

Plan with children and parents a well-balanced program considering the 24-hour day of each child.

Secure more time for helping children, conferring with parents, planning work.

Study their own problems of budgeting time and use of specialists, parents, and other members of the community.

Plan suitable educational programs for children under six.

Plan of Action for the International Association

Publish material that will help both parents and teachers to understand more fully the needs of children.

Publicize ways of working effectively with groups of various sizes.

Encourage administrators to develop techniques within school systems that will allow adequate time for teachers to fulfill their real professional duties.

* Based upon recommendations in these publications:

American Association of School Administrators: *School Boards in Action*, Washington, D. C., 1945, pp. 120-122.

Educational Policies Commission: *Educational Services for Young Children*, Washington, D. C., 1945, p. 16.

National Education Association: *Proposals for Public Education—Post-War America*, Washington, D. C., 1944, p. 68.

National Society for the Study of Education: *Yearbook*, Washington, D. C., 1944, p. 24.

Discourage citizens' groups from imposing upon the school activities which interfere with the truly educational experiences of children.

Support federal aid to public education including education for children under six.

RESOLUTION III. Shortage of Teachers Must Be Overcome

The increasing number of children and the decreasing number of teachers have created a shortage of competent teachers that is a growing menace to the education of children. Present discriminations against teachers, in pay and social standing, must be removed and lack of opportunity to use their understanding of children must be overcome, if competent people are to be recruited and retained in the teaching profession. The alarming shortage of teachers demands vigorous action.

Plan of Action for Branches and Individual Members

Urge improvement of professional ability as individuals through study and experimentation.

Use opportunities to gain interest in childhood education of high school and college students who would make good teachers.

Help all teachers find satisfaction and understanding in their profession.

Stimulate the interest of other teachers in professional materials and activities and let them see that there can be "fun in teaching."

Join with professional and lay groups in working for increased salaries and improved working conditions.

Plan of Action for the International Association

Publish material which will help gain public appreciation of the importance and responsibilities of teachers.

Publicize reasons why teachers chose their profession and why they remain in it.

Publish material to show the effect of teachers' needs upon children.

Increase the opportunities for professional and cultural growth through participation in Association activities.

Join with other national groups in working for increased salaries and improved working conditions.

RESOLUTION IV. Worthy Human Relations Must Be Developed

Democracy's struggle for survival and growth has brought into focus problems of human relations—misunderstandings, intolerance and selfishness. Many of these arise from deep-seated prejudices grounded in the experiences of early childhood. Such prejudices can be avoided or eliminated in childhood through guidance and example. World wide conditions demand that every means be used for the rapid development of worthy human relations.

Plan of Action for Branches and Individual Members

Work for worthy human relationships with individuals and all types of groups, including A. C. E.

Seek opportunities to cooperate with different groups on causes of mutual interest.

Study and use the contributions and talents of other racial, religious, and minority groups.

Contribute to funds for post-war study grants for teachers from other countries.

Examine their attitudes and their effect on the children with whom they work.

Plan of Action for the International Association

Help the public to know the importance of developing in children democratic attitudes and action in all living.

Stress in publications the importance of continuous evaluation of school practices in terms of their contribution to the development of democratic persons.

Publish a picture bulletin showing desirable educational practices with captions in different languages as an international contribution.

Continue services to other countries through letters and materials.

Stimulate interest in aiding educational reconstruction in other lands.

RESOLUTION V. Child Health, Mind and Body, Must Be Improved

The increasing demands and complexities of modern life, plus experiences during the war years, have impaired the physical and mental health of many children. This is evident in behaviors showing mental tensions, uncertainties, fears and lowered vitality. More adequate child health services, care, and sympathetic understanding for the individual are necessary. The health of children—mind and body—must be improved.

Plan of Action for Branches and Individual Members

Urge the establishment of functional school health programs that will secure adequate physical examinations, corrective follow-up and intelligent healthful living.

Use available community health services and work toward more services for more children.

Work for healthful, happy, well-balanced day with adequate nutrition and relaxation at school as well as at home.

Study the general needs of exceptional children and learn of sources from which specific help may be received when needed.

Guide children in developing responsibility through self-discipline, self-control and respect and concern for rights of others.

Encourage clear, independent thinking and making of right choices.

Study and actively support or oppose legislation on health and nutritional needs of children.

Work for conditions in school and community which promote mental health.

Plan of Action for the International Association

- Promote programs of in-service education of teachers in the field of health—mind and body.
- Publish material to develop better understanding of factors involved in promoting mental health.
- Publish bulletin on nutritional needs of children.
- Publish material to develop better understanding of good rest periods with adequate rest equipment.
- Enlist cooperation of other groups in gaining more adequate health services for all children.
- Study and support adequate federal health legislation affecting children.

EDUCATIONAL DESIGN FOR THE GREAT SOCIETY¹

HAROLD BENJAMIN, *Dean of the College of Education,
University of Maryland*

Educational systems of small moment are commonly thus because they are concerned exclusively with small matters. They operate with narrowly restricted aims. They turn their little aims into pettifogging procedures. They become enamored of and enmeshed in their own red tape. They are the systems which begin with such notions as an ideal of perfect penmanship and end with a seminar on great books.

Educational systems of great consequence attain that status because above, beyond, and in addition to all the little matters of their daily operation they are devoted to the achievement of the goals of a great society. They are the systems which begin with the dream and the tools of a better life for the local community and end with the vision and the instruments of a better life for the world.

Not so many years ago it was the fashion to be suspicious of all educational theories which envisioned the possible changing of societies in large ways. In some circles it is still fashionable to be suspicious of such theories and even more suspicious of those who give voice to them. Most of the fairly literate members of the world's population today, however, are inclined to believe that these suspicions were somewhat outmoded by two well-known events of August, 1945. They appear to suspect that if our society is not changed in a large way by a free, self-directed, and purposeful educational process, it will get itself modified drastically with a club.

It seems probable that suspicions of education with great purposes of changing society were outdated long before 1945.

¹ Address delivered at the Conference on the Direction and Improvement of Instruction and Child Welfare, October 26, 1947, San Francisco, California.

They were already vestiges of an outworn barbarism when the Aegean society which had its headquarters in Crete was beginning to disintegrate. They were relicts of social ineptitude when man first shambled into the dawn of prehistory. They preceded his every adventure in arms. They accompanied his worship of each new weapon from battle-ax to nuclear fission.

It was only in man's brief moments of true greatness that he seemed able to grasp the meaning of an education directed toward elevated social goals. It was then and only then that he recognized his one great goal as being the goal of an improved society. He saw then that the only great instrument to which he could put his hand was that by which he could change his own behavior in the direction of his own ideals. He understood then that he could scorn that goal and neglect that instrument only at peril of death for his society.

How close to that peril is our own society today? Let us examine a few current notions and facts which may suggest an answer.

First, let me begin with some of my own notions.

I am convinced that the educational systems of the United States, of the American Republics, of various Western-European types of commonwealths and nations in many parts of the world, of the Eastern and Far-Eastern political entities, and even of many savage and near-savage groups in widely scattered cultural eddies and backwaters, have within themselves today the potentialities of producing a great world society.

I am persuaded that materials and skills are now at hand in varying degrees among all these peoples for laying the educational foundations of that great society.

I feel that the study and assembly of those materials and the strengthening and diffusion of those skills, therefore, constitute the number-one task of civilized man today.

Let me attempt to analyze those three assumptions and some of the theses which may be derived from them. That one person should try to swing so wide a loop in so small a corral abashes me, but I remember that it is written in the Parable

of the Talents that it is better for a man to work over his head than under it, and that it is unforgivable through excess of caution not to work in the vicinity of his head at all.

What does it mean to say that the educational systems of the world have within themselves today the potentialities of a great society? What materials and skills are required for laying the educational foundations of that society?

Before such questions can be considered adequately, another question must be answered. What are the indispensable characteristics of the great society?

The great society will be one which, within the limits of its current stage of development, gives to every individual:

1. The most effective control over the physical environment
2. The fullest achievement of beauty in living
3. The highest moral significance

Because I have used well-worn words here like *control*, *beauty*, and *moral*, it may seem that I am speaking vaguely of noble matters unrelated to brass tacks, but I deny the charge. *Control over the physical environment* may sound vague in some contexts, but to me it is as brass-tackish as the question of how many children will die of hunger in Europe within the next three months and how many tons of wheat and corn will be destroyed by rats in the United States within the same period. *Enjoyment of beauty in living* may carry overtones of la-di-da art for art's sake to some people, but to me it is as real as a child's need for affection and song as well as for food and clothing, of his need for rhythm and color as well as for warmth and shelter. *Moral significance* may sound impractical; it is certainly impractical for gangsters, individual or national; but to the great mass of the world's people, it is the one bench-mark to which they can relate all the practices of their lives.

The great society will be one which uses every possible behavior-changing device to approach these three goals. Its greatness will be measured not in terms of final perfection but in terms of present direction. It can attain greatness long before it comes to the top of its possible accomplishments. A society

which thinks it has reached the peak in any particular field is indeed thereby a little society.

No mathematician has yet discovered a formula that will always yield a prime number, for example. I do not believe that the achievement of a great society needs to wait upon the discovery of that formula. I do not know to what extent such a discovery would extend men's control of the physical environment. I do believe, however, that the great society will give every man and woman who has an ability to discover such a formula a very extended chance to do so. To the extent that any society has a man working at a useless task who could have been with proper education a distinguished mathematician, chemist, engineer, physicist, biologist, or farmer, it is a little society and not a great one. For every girl it keeps in degradation, disease, or parasitic indolence who could have been with proper education a needed nutritionist, nurse, bacteriologist, pathologist, or astronomer, it is a barbaric society and not a civilized one.

The great society will never be one which regards the operas, symphonies, poems, plays, and pictures of the past as being superior to any that are likely to be produced in the future. It will be one which uses every possible effort to increase the area and multiply the conditions in which such artistic productions can be secured and enjoyed by more and more people.

The great society will not expect moral perfection in its members, but it will deny moral significance to no man, woman, or child and it will furnish every human being in its domain the widest possible chance to achieve that meaning of himself in relation to his fellows which moral significance implies. A society which fails to make a serious and intelligent attempt to give every man a consciousness of his own meaning to his group and an opportunity to develop that meaning in action is to that extent stupid and vicious rather than wise and honorable.

What are the educational chances of the world for achievement of these three main marks of a great society? We should

recognize that even to speculate on such matters is to run into strong opposition not only from our fellow men but from our own inclinations and prejudices. It is very difficult, if not impossible, for men to disengage themselves sufficiently from the world of which they are a current part to examine that world with complete candor and justice. They hear willingly and understand easily tales of the achievements and failures of ancient civilizations, but they are likely to mistrust profoundly any analytical treatment of the victories and defeats of their own society. Those victories were bought with their own blood and those defeats were defeats of their own hearts. Over a gulf of twenty-four centuries, they can hear Socrates on his death day proudly listing one by one the names of the battles in which he had fought for his people, and they can assess his position much more coolly and shrewdly than they can judge their own purchase of a war bond and of course much more easily than they can look at their own landing on the Attu or Normandy beaches. They can observe clearly and impartially that when the Greek states of the eighth century B. C., as Toynbee observes, were confronted with the task of meeting the needs of expanding populations, Corinth chose the method of overseas colonization, Sparta entered the blind alley of military absolutism, while Athens embarked upon the economic, political, and intellectual experiments which made her the glory and the wonder of classical antiquity; but they cannot look at the slightest differences between Western democracy and Eastern sovietism except darkly and distortedly through a mist of hatred and a cloud of fear.

If we cannot put that hatred and that fear to one side, we shall find it very difficult to look at the educational potentialities for a great world society. If we can put them to one side, we shall not only be able to look at those potentialities, but we shall also do a great deal to bring them into existence.

Let us look first at the world's educational capacities in the area of physical control. We see that Western Europe began the development of education in this area, that the

United States soon followed and far exceeded her European teachers by the quantity of her production, and that all literate peoples in the world today seek to follow the American-Western-European pattern in this area.

What this pattern is can best be seen in the United States. Here a people set up in most of their territory a fairly universal elementary school, moved after a generation of hesitation to the ideal of a universal secondary school which they have gone a remarkable distance toward actually carrying out, and then passed with little hesitation to the notion of higher education for all their youth which they are now implementing in an extraordinary fashion. Let us not discuss here the educational goods or ills of this system; let us merely admit that it turns out more technicians, scientists, professional people, and filling station operators with bachelors' degrees than any educational observer of forty years ago would have dreamed possible, that it is largely responsible for the great material "resources" of the United States (a country which has no more materials in proportion to its population than the rest of the world), and that it gives 140 millions of people more control over their environment than is possessed by any other group of 140 millions of people in the world.

But let us look further at how the system operates in the United States. The country's great source of population nowadays comes from its rural areas, particularly those in the southeastern part of the country, and those are the areas to which the system of comprehensive education is least extended. Its leadership in its colonies and dependencies is seriously hampered, furthermore, by the fact that its technical education and efficiency are usually accompanied by a very rigid and unscientific gradation of its citizens and its subjects in terms of skin color. In other words, the Americans' technical education is modified by their social notions. They are prisoners of their own patterns of moral significance.

Other peoples are in the same servitude. They may want more physicians, but not at the expense of a currently revered

social system. They may want more engineers, but not if dirty hands are thought to destroy the beauty of living. Latin America needs engineers and physicians. It needs poets and lawyers too, better poets and lawyers than it now has. It is not correct to say that it needs dentists more than it needs philosophers. It needs dentists *and* it needs philosophers. Bolivia, with much of the finest standing timber in the world, bringing lumber from Oregon for a house in La Paz, needs forestry and logging experts, needs poets and artists, to give a new concept of beauty in living which will make forestry and lumber manufacturing an approved part of the culture, and needs social thinkers and statesmen who can help put the lumber industry into a morally significant place in the nation's life.

It was the boast of the father of Domingo Sarmiento, the great Argentine educator and statesman, that the boy's hands would never know the feel of a spade. The father was an unlettered man who had been himself a humble laborer. Domingo Sarmiento's pride in his father's ideal was characteristic of his time, and it was also closely associated with the great educational weakness of the time, not only in Argentina but in Europe, not only in Chile but in the United States. This weakness came from the belief that a bookish education, a literary-verbal training, would in itself redeem mankind. It is entirely understandable that one hundred years after Sarmiento fought the tyrant of Buenos Aires, and one hundred years after Sarmiento's schools were established, another military adventurer should occupy the Casa Rosada. Why have all these schools, if Rosas merely becomes Peron? In that one hundred years, how many sons of gauchos have become lawyers? A few. How many sons of the workers have become physicians? A very few. If you want to be a physician in Argentina you should be the son of a member of at least the upper middle class. How many have become engineers? A very few in terms of the great needs of the country. Colonel Peron wants engineers. He wants the sons of his *descamisados* to have full educational opportunities, he says in purple oratory, but at the same time

he wants strict federal control over all schools and universities. He wants first to develop loyalty to his regime and second to develop a good educational system. What he actually will do, if the examples of other dictators suggest an answer, will be to send the educational institutions of his country back more and more to the meaningless repetition of "loyalty" ceremonies, the elaboration of philosophical nothings, and the construction of provincial literary preciosities.

In the totalitarian states of Europe and Asia, particularly in Germany and to a lesser degree in Japan and Italy, there was a tremendous expansion and direction of scientific and technological education. In the Soviet Union since the Revolution in 1917 there has been a continuous attempt to increase the extent and efficiency of education in that area. But a species of thought control has accompanied this scientific and technical education leading to the absurdity in Hitler Germany of Aryan physics, for example. Any system of education which requires intellectual growth to conform to a prescribed dogma is digging its own grave. The reason for this is clear to see. All great educational achievement is the result of an intelligent search for and a skillful cultivation of idiosyncrasy. Any system which penalizes idiosyncrasy and puts a premium on conformity in intellectual matters will produce more bureaucrats than statesmen, more skilled mechanics than scientists, more billposters than artists, and more soap opera writers than dramatists.

The educational design for the great society therefore starts with idiosyncrasy. It involves a collection of all the skills and devices which have been gathered by psychologists, anthropologists, physiologists, sociologists, and scientists in related fields which help teachers to understand the children and young people as individuals with an endless variety of special abilities and potentialities. It involves the development of every peak ability that can be found in every person. It must therefore have all the children in the elementary school, all the adolescents in the secondary school, and all the young people in a higher school of some kind. That is the only way that a great

society can discover and develop the idiosyncrasies which will make control of environment, beauty of living, and moral significance possible for all the people.

The educational design of a great society also starts with community. It involves the discovery and development of every idiosyncrasy's relation to the group. It is this group loyalty which gives meaning to all educational achievement. I believe this community of spirit must be developed educationally in every area. The fifth-grade boy who is much more interested in mathematics than in any other school activity, the high school boy whose talents and interests center around music, the university student who specializes in plant pathology can all have their idiosyncrasies developed to the fullest possible extent and at the same time have experiences in community life and community objectives which will develop their highest group loyalties. The elementary school boy with the talent for arithmetic can do the hardest computations for the construction job in shop, the high school musician learns group service in all the performance tasks he undertakes, and the university student gets his finest introduction to national problems and international affairs by approaching them from the standpoint of his science.

But this is the sort of thing, you say, that the best leadership in elementary education has been demanding for many years. Of course it is. It has been demanded in the elementary school and it has been achieved in a few parts of the world. It has been well achieved in many parts of California.

It has hardly been demanded in the secondary schools of the world. Most secondary schools outside the United States and the other English-speaking countries are more or less faithful copies of the old German *gymnasium* or the old French *lycée*. Neither of these schools was devoted to the pursuit and development of idiosyncrasy. They were both devoted to conformity to a traditionally approved pattern of common learning.

So far as the universities and colleges of the United States are concerned, they have long given some lip service to the

notion of the free development of individual abilities, but most of them have never believed in it. They turn periodically, in nostalgic misery for those good old days which do not now exist and never did exist, to yearn and fumble after some magical process whereby all men can be made intelligent and wise by reading great books in happy unison or "taking" course number one in Principles of the World's Culture, required of all sophomores but not open to freshmen. The truth of the matter is that there is no more magical process in education than there is in war. The Plains Indian who painted his horse and himself with a proper *wakan* design and prayed a proper *wakan* prayer was often a better soldier in battle because of the mental therapy induced thereby; much of the "general education" given in either a free society or in a police state has the same effect on the school and college graduate who goes out into the battle of life. In both cases a similar effect might well have been produced with any kind of magic in which the subject believed devoutly.

Speaking of war, why have I not said more about war in this discussion of the world scene? I have not spoken of war because first I regard it as a much overrated phenomenon. I do not think it is anywhere nearly as important as it has been made to seem. Its educational foundations are interesting; its educational results are important; and its moral impacts are very distressing. But war itself is only a method of response which small societies use when they cannot think of any other response.

The second reason I have not spoken of war is that I regard the educational establishment of the great society as the one sure cure of the ills that often result in armed conflicts. The Russians may persuade themselves that President Dutra of Brazil and Mr. Dulles of the United States, along with other estimable gentlemen, are enemies of the Soviet Union. The greatest enemy of the Soviet Union is the educational ignorance which permits its leaders to believe two hundred millions of people can be educated in a narrow ideological corner and that great talents can blossom freely under a roof of regulation.

The Americans may persuade themselves that they too have great enemies in human shapes, but they too are deceived. Their greatest enemy is ignorance also, an enemy against whom they still attempt to fight with many thousands of untrained and underpaid amateurs still retained in many of their poor and overcrowded schools.

As a former teacher in California but one who has some years of absence to permit length of view, I can say that the leadership of the state school system in an elementary education designed for effective and happy living, in a most extended secondary and higher educational program, and by an unequalled organization for teacher education and educational research has been of great value not only to California but to the rest of the United States and to other countries of the world. But I think California has a long way to go to do her share in establishing the educational foundations of a great world society. That other parts of the world have even further to go does not change the essential picture. California and all the rest of us have these three main educational jobs to do. We know how to do them or we know how to find out how to do them.

1. *To educate everybody.* It is as typical of a small society which will never be a great society to neglect to educate a poverty-stricken, diseased child of a racial minority in San Diego as in Mississippi, in Baltimore as in South Africa, in San Francisco as in Tokyo. There are plenty of people in the world who will say that this cannot be done. They are the sons and daughters of thousands of generations of men who believed that the great society could be built with force and the threats of force, and whose illusions have been shattered again and again from the plowed site of Carthage to the Reichs Chancellery of Berlin and from the tents of Attila to the palace of Hirohito. It is high time that some of the tremendous energy and daring which have been expended in this useless task should be turned to the use of the only behavior-changing system which gives permanent and self-developing results.

2. *To give a much more extensive and effective scientific education than is now possible.* This kind of education is expensive, but world experience shows that it is much more expensive not to have it than to have it. A dozen medical schools in Egypt would cost a lot of money but probably not so much as one-half of the current burden of trachoma alone.

3. *To give education in the creation of beauty and in the enjoyment of beauty on a scale and with a skill which we now do not commonly envision.* This also will seem to entail a cost of staggering proportions on some countries. To a country which spends as much money on commercial entertainment as does the United States, it would be a matter of small moment to find the money. It would take longer to find the teachers.

4. *To educate every child, youth and adult in the moral significance of himself and his relation to his fellows.* I have said we know how to do these things or know how to find out how to do them. That holds for this, the most difficult of all the educational foundations of the great society, as well as for so simple a thing as teaching arithmetic more effectively in the shop class. It will be hard to find out how to teach moral significance because the process is complex. It will be dangerous to find out how to teach it because there are many people and agencies, educational amateurs, who want it taught a particular way.

But all these jobs are complex; if they were not complex they would require only mechanics to do them instead of requiring the highest professional abilities we can discover and put into action. All these jobs are dangerous if they are directed to great instead of to little ends; if they were not dangerous they would not call for the services of daring men and women.

The highest oath that such men and women can take today, whether upon the altar of God or before the bar of their own spirit, is not one of fear or hatred but of firm resolve to help make a great society with that weapon of reason and that instrument of imagination against which the tools of violence can never prevail.

EDUCATION AS CONSERVATION¹

Roy E. SIMPSON, *Superintendent of Public Instruction*

There can be no question that the American people today are insistent that the second half of the twentieth century should be a better period in the history of mankind than the first fifty years of this century. The United States of America entered the twentieth century as a young and exuberant nation, hardly knowing its own strength. Certainly there was no reason in 1900 to guess that this century would hold for us the experience of two world wars. However young we may have been in 1900, we have aged very greatly in fighting through to our victories in the two wars.

Our wonderful endowment of wealth in the form of resources has been seriously reduced. We have had to expend our resources so lavishly in wars that we must now face the fact that some of our once great stores are seriously depleted, close to exhaustion. It has become urgently necessary for us to practice conservation. Oil, coal, minerals, timber, water, and the soil itself in various parts of our country are in danger of failing us. None of these resources will run out on us tomorrow. They will not all be used up at the same time. But where conservation could once be described as a policy that would be highly advisable, or that would show us to be capable of looking ahead for the sake of our children's children, today conservation is unquestionably a necessary policy and practice.

The conservationist of natural resources, in all nations of the world today, is seriously concerned over what we have done to our stores of natural wealth in fighting our technological wars.

Any humanitarian among us is shocked by his observation of how we have used our greatest resource of all—our people, our men, women, and children. I suggest to you today that far

¹ Address delivered at Annual Conference on the Direction and Improvement of Instruction and Child Welfare, San Francisco, October 29, 1947.

and away the most important kind of conservation for the world to practice is conservation of human beings. The agency best constituted to perform this service for society is the public school.

Some of the nations at war, as lately as three years ago, attempted even in the heat of battle to "conserve" manpower. But in those attempts there was an essential contradiction. The commitment of the fascist governments to a policy of reckless frightfulness in war made it impossible for any nation to practice conservation of its human resources.

I have heard a leading California conservationist recently speak of conservation as "wise use." This is not the same thing as "cautious hoarding." We do not wish to see our forests become choked with a stunted second growth. Our forests, properly managed, can provide us with an adequate supply of wood. So do we all wish to see men spend themselves and their energies wisely, of their own free will, in the pursuit of objectives that represent the best wisdom of men.

In the forest it is the quality and quantity of the seedlings that foretell what may be expected in the growth of a timber stand. In fish hatcheries it is the fingerlings that are cultivated to stock the streams.

The forest nursery and the fish hatchery and the game preserve suggest one of the functions of the public school. Among our natural resources, the practice of conservation must be intensified. Among our children, the same thing is true if they are to become a generation capable of maintaining peace in the second half of the twentieth century and beyond.

Now the fact is that we know the principles of good forestry, and of game preservation and of good practice in mining, soil use, water storage, and other aspects of conservation. To some extent we carry on the best practices. But not to the extent needed today.

In education we have even larger experience of success and failure to guide us. The twentieth century has been an amazing period in the history of the school. There have been exploration and evaluation, observation, experiment, and criticism on an unprecedented scale. We are achieving a relation of school to

society and of school to community that is bringing to reality some of the advances advocated by pioneers in education centuries ago. We have examined the tradition of education minutely, to determine what is still pertinent to our age.

The difficulty is that we in education have not fully realized our own best thinking and intention. Neither have the conservationists. We receive our best criticism, perhaps, from our own profession, from ourselves. In meeting with groups of California school teachers and administrators during the past year, I have spoken often of our need for self-criticism. I have spoken of our capacity to apply criticism, our own criticism, to ourselves.

Here, for example, is a passage of criticism of American public education and of the people who accept responsibility for its progress. I commend it to your consideration.

Our schools in general have followed, seldom led. They have responded to pressures, seldom anticipated them. They have lived largely with what has happened, not with what is about to happen, or should happen. They have neither been permitted nor able to throw off the shackles of an academic tradition and select from the tremendous new fund of knowledge the vital and pertinent to the contemporary scene.

That is a passage from the Twenty-Fifth Yearbook of the American Association of School Administrators, published in February, 1947.² From that source, I believe it qualifies as self-criticism. This same passage continues with a definition of the position of education today:

The problem of our society. . . . is the establishing generally in our free society of the right relationship between the individual and the society of which he is a part. . . . It is the preservation and further expansion of freedom, and at the same time the establishment . . . of the supremacy of the general welfare. It is a problem that can

² Schools for a New World. Twenty-fifth Yearbook of the American Association of School Administrators. Washington 6: American Association of School Administrators, February, 1947, p. 41.

be attacked successfully only through the right kind of education.³

At the difficult birth of our republic, Benjamin Franklin remarked, "We must all hang together or assuredly we shall all hang separately." His words are an apt description of the reality of the age now being born.⁴

It is interesting to note that the application of Ben Franklin's famous observation is no longer to thirteen colonies or even to forty-eight states. It is to the people of the world. This aspect of the function of public education in "the age now being born" can no more be neglected in California schools than anywhere else in the country or the world.

What are we doing about it in California schools? What are we doing to encourage people and nations to "hang together" rather than to be atomized separately? What are we doing to prepare our youth to become citizens capable of understanding the problem of establishing the individual's relation to his society?

Perhaps we should press the question further and ask: *Can we do anything?* There is something about the teaching profession that must be unattractive to persons of a cynical cast of thought, for I cannot think of any teacher or school administrator, who would answer that basic question in the negative. Of course we can do something! Our communities and states have an inspiring confidence that the public schools can do something productive and meaningful to help society criticize and correct itself, adjust and improve itself.

We ourselves know that we can do a great deal, and that what we do is crucial. This meeting of supervisors of instruction, and of the child welfare and attendance officials in San Francisco, gives us an impressive review of the thinking and action that are progressing all over the state. We are in touch here with representatives of local districts. In smaller assemblies, in institutes, in section meetings, the co-operative programs considered here will be carried further into local realization. In Sacramento recently

³ *Ibid.*, p. 42.

⁴ *Ibid.*, p. 44.

at gatherings of the Association of California Public School Superintendents and of the California School Trustees Association, the same questions of purpose and direction were considered. At all these meetings we have heard reports from public-spirited citizens whose work is not in the schools, and from school people who live in other states.

The public is concerned about the problems we are considering. Interest in the public school system of California is greater than ever before. This is partly because the special services of the schools were so clearly of great importance in the war against fascism. Special training programs in school districts all over the country made it possible for industry to draw on huge reserves of trained workers who previously had had none of the necessary skills. And I think the greater public interest is also due in part to a general appreciation of the difficulties imposed on the schools by the war. Overcrowding, understaffing, and deterioration of schoolhouse plants all over the state and the nation have created situations that constitute a continuing emergency. The increase in California's population has complicated the situation.

The people of this state judged the position of the schools justly when they authorized a constitutional amendment in November, 1946, increasing financial support of school districts by the state, and improving the economic status of the teacher. This perhaps was basic service, an irreducible minimum. A public to any extent informed could have done no less than this.

The reorganization of the State Department of Education that was authorized by the people of California at the same election, was corollary to their allocation of additional financial support. The agency that has the responsibility to apportion the State School Fund obviously must be given every instrumentality that makes for sound administration. This was done in a constitutional amendment authorizing the appointment of deputy and associate superintendents to meet the responsibilities of the department more satisfactorily.

The relation between the state public school system and the local school district is very interesting. It is, in one sense, a rela-

tion between new developments and traditional organization. The people of the community express their will in the school district through the governing school boards. The people of the entire state express their will as to the state public school system through their representatives in the Legislature and in their votes on constitutional amendments. There are also two executive officers elected by the people of the state. One of them is the Governor, whose role in the public school system is very important. He appoints the State Board of Education and approves or vetoes legislation affecting the schools. The other is the State Superintendent, who executes the policies of the Board, apportions the State School Fund, and is administrator of the Department of Education.

The importance of these state government agencies in public education has increased, because the state as a whole has increased its support of the schools. The people who devote a state fund of \$170,000,000 in the year 1947-48 to support of local school districts are entitled to a satisfactory report on the investment of this fund.

State support of schools is not a new development. The increase in the amount of support approved by the people, however, is a new development, and is accompanied by a new emphasis on the responsibility of the state as a whole for public education. State support is part of the tradition of the California public school system. And so is autonomy for the local district.

In these shifts of emphasis that occur in tradition as a result of new developments, there may appear to be an element of paradox. We have a state public school system, and we have many locally governed school districts. I have seen no serious difficulty among California school people on this point. State responsibility is being developed carefully, with full respect for local autonomy. School districts recognize that increased state support is necessary, and must be accompanied by extension of state responsibility and services. There is a need in California

for both a strong state public school system, and strong local school districts.

Relations between the State Department of Education and the local school districts of California are excellent. We must keep them so. This kind of co-operation, this democratic respect for joint responsibilities is a first essential for progress of any kind in public education.

If public school administrators, supervisors, and teachers could not maintain good relations among themselves on all levels, I should have little hope for the ability of the public schools to carry out a program that would provide the community and the state, the nation and the world with individuals capable of practicing intelligent, generous-minded citizenship. In this respect, there is good health in our California schools.

I have spoken of this relationship because it is through these channels that we are taking action to answer the questions raised by our professional self-criticism and society's demands upon us. Our present organizations must be strengthened and improved. But they need not be radically changed. There is much good in them.

The Legislature in its last session gave considerable attention to the needs of children with physical and mental handicaps, with some excellent legislation resulting. There is much benefit for the state in conserving, or using wisely, the capacities of our children and citizens who must work among us with physical or mental handicaps.

The public money represented in the state school fund is one instrument we must use. A "spare" educational diet today would be wasteful. Therefore, we must use our fiscal wealth to guarantee an adequate diet, in the form of good educational programs. That is why I have mentioned the state school fund.

The definition of the problem of our society, quoted from the Yearbook of The American Association of School Administrators, was, you remember, ". . . the establishing generally in our free society of the right relationship between the individual and the society of which he is a part." In California, the

local school districts and the State Department of Education, through its consultant and advisory services in instruction, are working together to carry out the letter and spirit of the California school laws to merit the faith the people have expressed in public education.

Through increasingly responsible education of teachers, we are taking action to provide improved classroom instruction.

And I do not think that we should overlook the importance of the good relationships that exist among the men and women who are today working within the public school system of California. We have been able to educate ourselves, at least, to live and work in harmony in a profession whose integrity we respect. I might add, whose organization is highly complex. Society, too, is complex today.

This postwar time is one in which the world finds that it has spent too much of itself in extravagances of aggression, fear, and struggle. It must organize itself in a great effort to conserve—to use wisely—what is valuable in what we have not destroyed.

The schools can do their part. They must. They will.

KNOWLEDGE FOR SURVIVAL¹

EUGENE STALEY, *Educational Director,
World Affairs Council of Northern California*

Citizens must accept responsibility for improving their own education on world affairs, not only as an emergency measure but also as a step towards providing leadership in the education of their own communities on world problems. We are faced with a "riddle of the Sphinx": either we find the answer to a problem which mankind has so far failed to solve—how to prevent war—or we perish. There is no time to wait, even for today's children to grow up to solve this problem. Unless today's adults meet the test, their children will probably not survive to have a try at running the world.

Leadership must come from America if it comes from anywhere, under present circumstances, and the quality of American leadership under our system of government depends on the quality of responsible, informed, and active citizenship. Civic education, and especially the continuing education of adults in the realities of international relations, thus has vastly greater importance than at any time in our history.

Formerly the notions that man picked up in school about the world around him, especially about the broader world outside his own country, could serve him fairly well throughout his lifetime. If the notions were reasonably sound to begin with, he could be a good provider and a good citizen without bothering to unlearn or relearn much or to rethink his basic opinions. That was in a simpler age.

This is an age of rocket ships and atom bombs, of overnight flights between continents, of world-wide links of trade and universal spread of industrial know-how. It is an age of rapid evolution and sometimes revolution in politics and economics as

¹ Address delivered at the Annual Conference on the Direction and Improvement of Instruction and Child Welfare, California Hall, San Francisco, October 29, 1947.

well as technology. Facts and ideas that were right yesterday may be wrong or completely irrelevant today. An adult who ceases after youth to unlearn and relearn his facts and to reconsider his opinions is like a blindfolded person walking into a familiar room where someone has moved the furniture. Furthermore, he is a menace to a democratic community. One of the consequences of a rapidly changing world is that there is a much more important job for adult education than ever before. In fact, adult education these days should rank in importance with elementary, secondary, and college education.

In no field are these truths about adult education more important than in connection with adult education on world affairs. The fate of the people of northern California and of every American community—their livelihood, their freedom, their chance for happiness, the happiness of their children—depends on the way in which international relations develop in the years ahead. American policy will unavoidably play a leading role in shaping that development. But American policy is responsive to public opinion and cannot be much wiser than the opinion behind it. At no time in history has it been more important for citizens in every American community to be well-informed, seriously concerned, flexible-minded, and intelligently critical about world affairs and the policies of our government in relation to them. The balanced, steady, but energetic and active public opinion on world affairs which we need in the years ahead is partly the responsibility of the media of current information—the newspapers and the radio. But more is needed. People must talk things over. Face-to-face discussions need to be stimulated and facilitated in many different kinds of groups, great and small. Carefully prepared discussion materials and trained discussion leaders are needed. People must know where to turn for background information on which they can rely, and they must learn to seek perspective. There must be program service agencies able to help interested groups to plan intelligently for democratic consideration of world affairs problems. Teachers can make a great contribution to community education if they will

join with others in their communities to provide the energetic and devoted leadership that is required.

Two-thirds of our citizens expect the United States to fight in another war within the next twenty-five years, according to test polls by the National Opinion Research Center. Another war is an appalling prospect in an age of atomic and biological weapons. Yet when a similar cross-section of the American people were asked "What can you personally do to prevent war?" almost two-thirds could suggest nothing at all. Three-quarters were unable to name anything being done by organizations they belonged to which might help to prevent war, and half could suggest nothing that organizations might do. For so many of the citizens of the greatest power on earth, in a country where policy depends to a large extent on public opinion, to have this dark foreboding and yet to be either apathetic or frustrated when it comes to knowing what they might do to prevent calamity, is not healthy.

But what *can* the ordinary citizen do about world affairs? Here are five practical suggestions. Actually *doing* these things will suggest more and more to the citizen who takes his responsibilities seriously.

1. *Keep well informed on world affairs.* This is the first obligation and the key to all else. American foreign policy and defense policy must tread a delicate and fateful path in the months and years ahead. A public opinion that is well-poised, because well-informed, that does not go off half-cocked, that is critical but not ignorantly so, that is flexible with changing circumstances but not easily stampeded either in support or opposition—here is the first and greatest prerequisite of successful American international policy, and it depends on you. The facilities of the World Affairs Council exist to assist you in meeting this primary obligation of responsible citizenship.

2. *Let your representatives know your views.* Be alert to world affairs issues facing the United States and the United Nations. After an honest effort to obtain and weigh the facts, and preferably after discussion with other people of diverse views,

tell your representatives in Congress what you think. Also, write occasionally to chairmen of important committees, to the Secretary of State or the President, and to members of the U. S. delegation to the United Nations. Brief, pointed letters, thoughtfully reasoned, not abusive, are most effective. Since we are all citizens of the world as well as of our own state and nation, letters to the United Nations delegates of other nations are also in order. Take an active part in the local affairs of the political party of your choice. Citizens who take the trouble to do these things multiply their effectiveness many times over those who are apathetic. The World Affairs Council itself is a nonpartisan, nonpolitical educational body which is precluded by its by-laws from taking any position on public issues; it supplies facts, stimulates informed discussion, and from there on urges its members individually or through organizations of their own choosing to discharge their full responsibilities as citizens in accordance with their best judgment.

3. *Help to inform your community.* If you are a member of the World Affairs Council and are actively co-operating in its program—volunteer work, financial contributions beyond the cost of service to you, committee duties, speaking or writing, etc.—then you are doing this now. Encourage other organizations to which you belong to undertake well-prepared discussions of world problems; the Council will be glad to assist with program suggestions and materials.

4. *Interest yourself personally in international co-operation.* Give time and money to worthy relief and reconstruction projects. Open your home to foreign students. If you travel abroad, find out personally what the problems and views of other peoples are. Help to inaugurate international fellowships and personal interchange among students, librarians, teachers, artists, management and labor personnel, civic leaders; many organizations of the most diverse kinds are now co-operating in this and other ways to forward the program of UNESCO (United Nations Educational, Scientific, and Cultural Organization) for "peoples speaking to peoples."

5. *Help to build a strong, progressive, and democratically sound America.* The boundary line between domestic problems and world problems is fading away. America is in a position of world leadership, whether we like it or not, and the course of events here at home has a profound significance for the whole world outlook. Efforts directed toward maintaining a high level of production and employment and hence prosperity in America, toward lessening of group tensions in our own communities, toward the removal of discriminations against racial, religious, or national minorities, which are not only incompatible with our own American ideals, but also do us terrific damage abroad, all have a direct bearing on the strength, the poise, and the capacity for leadership of this country, and hence on the chances for steering a delicate course through these troubrous times without an atomic war. Important aspects of the problem of peace begin at home; they are linked to "grass roots" problems that each of us can do something about right in his own community.

Can the efforts of one ordinary citizen really make any difference in the outcome of vast world issues? We all remember the grade-school reader: "Little drops of water, little grains of sand. . . ." Where so many are apathetic, the nonapathy of one person gives him a multiplied power for good (or evil). An unanswerable comment on the whole problem is this bit of verse by Mrs. Bonaro Wilkinson Overstreet:

You say the little efforts that I make
will do no good:
they never will prevail
to tip the hovering scale
where justice hangs in balance.
I don't think
I ever thought they would.
But I am prejudiced beyond debate
in favor of my right to choose which side
shall feel the stubborn ounces of my weight.¹

¹ "To One Who Doubts the Worth of Doing Anything If You Can't Do Everything," first published in PM, April 16, 1944. Reproduced by permission of the author, Bonaro W. Overstreet.

THE ROLE OF THE SUPERVISOR IN PROMOTING GROUP ACTION¹

MRS. GLADYS L. POTTER, *Deputy Superintendent of Schools, Long Beach*

The beginning point for consideration of the supervisor's role in group action is probably the responsibility of the supervisor for her own personal growth so that group action may become an easy, natural way of working in school situations. I need not tell you that the service of supervision has sometimes come into disrepute because of the old conception of supervision as something that is done *to* teachers to improve their practices. The hope in that old conception was that a group of individuals would change their beliefs and procedures as a result of what someone did to them. We have learned many things during the past twenty years. We do not believe that the old procedures are acceptable. But the scars of those procedures persist. And some of us, though we no longer believe that the old procedures are good ones, have had difficulty in changing our patterns. In every school system we can pick out the teachers that are supervisor-shy and we are sad because we know that these teachers have had bad experience with supervision in training school or in public school.

It is essential that supervisors develop a sensitivity to the human element in their work. This is a necessary part of the equipment and the training of any supervisor. We know many able persons, good organizers, ambitious, eager, enthusiastic persons who could do a superb job of supervision if they had this understanding of the human element. The understanding and the knowledge of right human relationships are not simply part of successful supervisory activities—they *are* supervision. This lack of understanding and practice is evident in many

¹ Address delivered at the Conference on the Direction and Improvement of Instruction and Child Welfare, October 27, 1947, San Francisco, California.

groups in our chaotic world today, as has been brought out by the speakers we have heard here. The thing that is the matter with the world today is this lack of sufficient understanding of people. Education is one of the most personal, the most intimate, of all human affairs and it behooves supervisors to take stock of their knowledge and practice in the field of understanding human behavior. This understanding is essential to their professional success and in a democracy it is a vital element in promoting the kind of world which must emerge if men are to live and work peacefully together.

Probably the first requisite of a good supervisor is a deep humility and the attitude of a willing servant. This sounds as though the person engaged in this business should be a nondescript, namby-pamby person who can be pushed around. That is not the idea I am trying to convey. Supervisors should be well-trained professional men and women standing just outside the classrooms, deeply familiar with many classrooms, and able to deal nonadministratively in warm, human relationship with many teachers.

Supervision in my opinion is an essential role in the teaching profession and it would still be an essential role even if every teacher in every classroom were a truly superior teacher. In such a situation the work would yield magnificent results but it would still be essential.

This sensitivity to human relationships is manifest in the thing we call personality, which is perhaps the keystone in the role of leadership which supervisors hold. Personality is not an accident. It is an achievement. To build within ourselves desirable personality traits requires much thought and the exercise of untiring will power. It is a task that demands our best efforts as public school supervisors because it carries with it the essence of successful accomplishment of all those things for which we strive. Our job is to help others do one of the most important tasks in all society—that of leading young people into better and higher realms of thinking and doing. It is much easier to do the thing ourselves than to be skillful

enough to provide the opportunities in which growth can be assured for the teacher who needs and wants to know how to do a better job. But precisely to the extent that we ignore certain desirable personality traits because we find developing them difficult or distasteful, we restrict our sphere of usefulness. We must conquer ourselves before we go out to lead others.

The story is told of a tired father who was trying to read a newspaper. His child continued to talk to him and distract him from his reading. He finally cut up a map of the world and handed it to the child and told her to see if she could put the jigsaw puzzle together. She succeeded so well that he asked her how she did it. She answered that there was a picture of a man on the other side of the paper and when she put him together the world came out all right. The moral of the story is that we must keep ourselves well put together if the world is to come out all right.

The fact that we as supervisors are always called upon to think in terms of service to others perhaps causes us to neglect our own growth along desirable lines. A good supervisor needs to be committed to democratic policies. She should have social perspective which frees her from prejudices. We probably all have prejudices. You know the story of the young foreign student who was asked where he learned his prejudices and he answered, "I learned them at my mother's knee and other joints." We have all learned them at some joint and they are difficult to subdue; but it is important to keep them subdued. When we find supervisors refusing to attend a session because a negro is participating, we realize how great is our problem in relation to prejudices.

A good supervisor should be informed about the happenings of the world as well as about the techniques of her own job. She should be broadminded, active in civic affairs, and eager to promote ideas that will contribute to social betterment. She must herself be a person of real worth as well as an expert technician. Some teachers pump daily at dry wells—supervisors who talk expansively about educational progress, who

can use the language, but who cannot give the fundamental helps that are needed and wanted. Expert technicians must still be democratic and not set themselves up as knowing all the answers. There are probably certain things that should be *told* to teachers by supervisors: how to do certain things, perhaps, like mixing clay; or perhaps there is a need for exact references which the supervisor should be able to provide. Teachers have a right to expect that the supervisor will have done enough teaching herself, is well-enough prepared for her position, to be able to furnish information that is wanted and to share it in a concise and constructive way. However, answers to problems of more significance should be arrived at through group discussion, not by ultimatum from those who are considered experts.

This is not an easy job that I have outlined for supervisors in relation to their own personal growth, but an easy job never made a big man or woman and it takes a big person to do the job of supervision.

Beyond her responsibilities for personal growth, the supervisor has an obligation to arrange situations in which the teachers with whom she works can grow. These two responsibilities probably cannot be separated but there are some specifics that fall under separate categories.

In common with other human beings, the teacher craves the satisfaction that comes from the successful completion of worthwhile tasks; she yearns to be better understood and more appreciated; she covets a sense of security. Major human urges are always within her and must find an outlet in a pattern of action that satisfies, if she is to maintain a healthy mind. If she fails to satisfy these urges, her personality as well as her work suffers.

Teachers too long have felt that there was a premium on docility and ready obedience. Teachers' initiative and honest discussions have been stifled in the old ways of working. Discussions have been one-sided and teachers' questions limited to inquiring how to operate within an already-stated plan.

Teachers, like all other persons, think their most constructive thoughts and do their best work when they know their ideas are wanted and accepted. In a democratic situation the avenues of communication are open—there are no tensions. Communication is more than merely talking. It involves understanding and reciprocal sympathies and insights. We as supervisors must be ever aware that there are many different kinds of persons, each striving in his own way and longing for recognition of what he can do well. We must keep the lines of communication open and well used.

The needs of a school or a school system should be determined by the teachers themselves. Group meetings are essential, where needs are discussed in an hospitable atmosphere in which all ideas are accepted and evaluated by the group. Skillful leadership helps groups and individuals to become aware of needs they may not yet sense. When those needs have been decided upon, the supervisor no longer devotes her energies to telling or teaching the answers but goes about setting up situations in which teachers can learn how to meet these needs for themselves.

✓ The supervisor is an organizer of opportunity—opportunity for teachers to learn what they need and want to learn, and opportunity for teachers to play their full part in making policies which they themselves have responsibility to carry out.

In all the counties and cities of California we see evidences of the ways in which supervisors are providing these opportunities for teacher growth through group action. There are groups of teachers meeting together to present problems and share ideas, policy making groups, groups planning and suggesting about buildings, and groups planning new, more efficient classrooms in which better educational programs can be carried on.

Workshops where individual problems may be worked upon and consultation service provided are a part of such programs.

Teachers are being released from classroom responsibilities so that they may work on curriculum material or visit other teachers in their own buildings or in other buildings or other systems.

Observation lessons are arranged where groups of teachers see good procedures and later evaluate and discuss, with the teacher whose work they have observed, the questions troubling them.

Teachers are participating in the preparation of lists of needed materials.

Centers are established to which teachers may come at their own convenience to look over materials or prepare materials for their own use.

In these programs, supervision appears as a shared, co-operative venture in which both the supervisors and the teachers share, learn, guide, and help to strengthen the educative process.

This is the sort of group action which is mutually beneficial.

In any task in which people unite, morale is lifted. If group action is important in war, industry, athletics, surely it is important in effective education. A laborer may have poor morale and so accomplish little; a soldier may have poor morale and be frightened and discouraged; but when a teacher is a bored time-server, not only failure results but also negative and harmful by-products.

Purpose, interest, confidence, pride, loyalty, and good co-operation are the components of good morale.

When every teacher in a school system is conscious of the purposes of that school because she has had a part in stating those purposes or because she knows that the teacher next door did, she will work with pride, satisfaction, and determination toward accomplishment of those purposes.

Teachers, because of the nature of their work, can become far removed from the great world scene that is so essential for them to understand. One of the responsibilities of supervision is to offer abundant opportunities for teachers to keep informed about world affairs. Significant issues should be freely discussed

and weighed under the leadership of well-informed persons, so that teachers may grow in this needed world citizenship.

It is a discouraging and startling thing to find teachers in our public schools apathetic in relation to world problems and their significance in the education of young people. It is worse to find them with such deep-seated prejudices that all evidence to the contrary fails to shake their positive stands. Intolerances and prejudices toward minority groups, for instance, have no place among teachers in the public schools.

If through their own experiences with truly democratic supervisors and principals, teachers learn the values of group action and if through repeated experiences they learn the necessary skills involved in bringing about group action, the results will surely be evident in their own classroom procedures. Adults around the conference tables today may decide upon various courses of action but it is the children in our schools today who must have the skills and the wisdom to carry these actions out. They will fail or succeed on the basis of how well supervisors as helpers of teachers give concrete experiences in demonstration procedures and guide teachers in their abilities to translate these experiences into sound classroom techniques.

Teachers probably have more job security than any other group and this is as it should be. But they have other needs for security which supervisors must not overlook. *Recognition* is one of these. They not only need it but they are starved for it, crave it. This need will be met as opportunities for participation of various sorts are provided. Everyone can do something well and it is important that supervisors do not set up so rigid a pattern of what *good* teaching is that they fail to recognize uniqueness.

All teachers should have an opportunity to contribute to group enterprises just as surely as all children in a classroom should. Very few persons fail to respond to the faith of others. Many teachers who have changed their positions recently and have come from the security of success in other localities need to be given a chance to tell others about *their* ways of teaching.

Many do an excellent job of teaching music, or reading, or mathematics, although they may be in the learning stages in relation to units of work or the importance of general education. The abilities and contributions of these teachers new to California schools should not be minimized. Through recognition of what they *can* do well, they will feel the needed security that will in turn put them in a receptive mood toward some of the newer practices that they have yet to learn. Many teachers, especially if they are "supervisor-shy," pull away and refuse to demonstrate or participate in activities which involve the presence of other adults in the classroom. But most of these persons will relent later as they feel the security engendered by recognition from a supervisor who is sensitive to human behavior. When they know that it is no disgrace to make mistakes, that no one is embarrassed about the way in which the lesson developed because out of every situation we learn, when they know that the supervisor has faith in teachers which knowledge in itself gives a feeling of security, soon reluctant teachers are participating, too, and feeling good about it.

Some teachers may be ugly and difficult no matter how carefully the supervisor handles them and plans for them. This is disheartening. These are extreme cases and they are probably evidences of our failures as supervisors to provide the kinds of opportunities that would stimulate these particular teachers to better efforts. Some of them are teachers only because they were once employed to teach. They have no vision of the significance of the task in which they are engaged. Teachers themselves should develop some methods and policies for dealing with recalcitrants and saboteurs within the ranks. Teachers' associations could do much to handle these cases if they devoted some time and thought to the problems. This type of service would be a constructive thing for teachers' organizations to attempt. Discouragement should not overtake us in regard to these unco-operative persons but the members of their own group should take some responsibility for discouraging the attitudes evidenced by these few and for preventing their propaganda from spreading to other teachers.

In this connection we should probably stop blaming teachers for resisting change and devote ourselves more diligently to setting an environment in which changes can be made without fear of failure, without loss of friends, without loss of direction and without too many nights a week of either meetings or midnight study. Perhaps improved methods of supervision will do much to bring the recalcitrants to a better frame of mind.

Many teachers who seem to be disinterested, who fail to respond to our best efforts, who have difficulty with control, who are distraught, who take no part in group action, often have personal problems that are consuming them. No amount of effort on classroom procedures will help these persons to succeed. They need counsel and a chance to unburden themselves. It is impossible for them to improve their teaching skills until they have minds at rest and some peace from the nagging personal problems which absorb them. Frequently other teachers, sympathetic and wise, can help them. Principals who see these teachers every day and who have opportunities to establish informal and friendly personal relationships, away from the classroom situation, can do more than a supervisor who lacks these opportunities. But it is essential that a great variety of opportunities for easy, friendly acquaintance be provided so that the sources of the tensions that cause failure may be discovered and remedied. All efforts at improving the classroom techniques of unhappy teachers will fail until the causes of their unhappiness are removed. Supervisors should be sensitive to this need and use every effort within their power to meet the problems of these teachers. I hope the day may come when counseling service of some type may be set up in a school system for the benefit of teachers needing to "talk it out." Good schools require the services of teachers with colorful, rich personalities—not robots. The pity is how few teachers have any particular interests outside the classroom.

You know the type of teacher who has supported a demanding mother, lives with a married sister, reads little and does not go out socially, has no hobbies; or the one who has

a husband or child in poor health and so has few outside activities; or the one who works hard at teaching school and in keeping a home, who has no hobbies and very little social life. Examples such as these can be duplicated too frequently. Too often the in-service education program is limited to purely professional offerings. The total offering of in-service education in most areas probably should provide a greater variety of activities that will lead to self-development—perhaps fun and frolic, perhaps development of hobbies, or general enrichment of living.

Supervisors and principals sometimes fail to realize how many new experiences they are having as they go to various buildings in their own towns or in other sections. Teachers need many opportunities to visit, to see, to explore, and to participate in various types of meetings. To be leaders of groups, to accept chairmanships, to speak before parent groups, to participate in forums, to plan group meetings—all these mean greater professional and personal growth and lifting of morale. These opportunities should be provided as frequently as possible for classroom teachers.

Democracy must be practiced as well as talked about in all of our procedures. Only by the careful delegation of authority can democracy come into being. A democratic approach means that teachers have had their intelligence freed, they have been given responsibilities, they have had a share in determining the conditions and aims of their own work. We must constantly place more confidence in teachers and their abilities.

Supervision can serve best by leading teachers to their highest effectiveness. This is the role of the supervisor. Too many teachers consider themselves ordinary until they see their real potentialities mirrored in the eyes of a leader with vision. This is our task—to lift teachers above themselves (or perhaps it is to their true selves) and to help them discover their innate capacities. Without this ability, a supervisor is a small figure as a leader of teachers or promoter of group action. If we fail in creative leadership we fail in the larger purposes of our jobs.

We can win in this business of democratic supervision if our faith is large enough and if we have enough devotion to the freedom in which we believe.

The things I have been trying to say to you in relation to the supervisor's role in group action are summed up well by Lillian Smith. She says: "The unpardonable sin for you, for me, for every human being is to have more knowledge than understanding, more power than love; to know more about the earth than about people who live in it; to invent quick means of travel to faraway places when one cannot grope one's way within one's own heart. For freedom is a dreadful thing unless it goes hand in hand with responsibility. Democracy among men is a specter except when the hearts of men are mature."¹

¹ Ethel J. Alphenfels, *Building Unity Through Understanding*. Official Report of American Association of School Administrators, 1947, p. 164.

FILMS TO FURTHER INTERNATIONAL UNDERSTANDING¹

FILMS ABOUT THE UNITED NATIONS

NOW THE PEACE. 20 minutes. Brandon Films, Inc., 1600 Broadway, New York City 19. Purchase \$50, rental \$2.50.

Traces the growth of world organization from the League of Nations to the United Nations. This film blueprints the United Nations against a factual background of world developments.

THE PEOPLE'S CHARTER. 2 reels. United Nations—Write for distributor.

General film on the organization and administration of the United Nations.

ROUND TRIP. 2 reels. International Film Bureau, 84 E. Randolph St., Chicago 1, Ill. Purchase \$57.50, rental \$3.75.

Forceful and original presentation of concrete international trade problems facing the United Nations today.

WATCHTOWER OVER TOMORROW. 15 minutes. Carnegie Endowment for International Peace, 405 W. 117th St., New York City.

A realistic visualization of the way the Security Organization could work.

¹ This list of films was prepared by a special committee of the Film Council of America, in co-operation with the United Nations Film Committee and Information Services. Chairman of the committee was Patricia Blair, Library Film Adviser, American Library Association. The committee was assisted by a group of producers and distributors of 16-millimeter films: Tom Brandon, Brandon Films, Inc.; Julien Bryan, International Film Foundation; Margaret Carter, Canadian National Film Board; Wesley Greene, International Film Bureau; John Hamilton, British Information Services; Bruce Maham, Dean, Extension Division, State University of Iowa; L. Harry Strauss, Teaching Films Custodian, and Paul Reed, Rochester (N. Y.) Board of Education, who co-operated with Chairman Blair.

Constituent member organizations of the Film Council of America, 6 West Ontario Street, Chicago 10, are as follows: American Library Association; Department of Visual Instruction, National Education Association; Educational Film Library Association; National University Extension Association; Allied Nontheatrical Film Association; and National Association of Visual Education Dealers.

The list was published by *The 16 Millimeter Reporter* (Andrew Publishing Company, Inc., New York 25), III (August 30, 1947) 1, 4, 8. This made it available for use during United Nations Week, September 14-20, 1947. There is no copyright restriction limiting its use or reproduction. It is being reprinted in the *California Journal of Elementary Education* at the suggestion of the Audio-Visual Committee of the California School Supervisors Association.

WE THE PEOPLES. 9 minutes. Young America, Films Division, 32 E. 57th St., New York City 22. Purchase \$30.

Stock shots woven together to give a picture of the aims of the United Nations charter.

TROUBLE AREAS FACING THE UNITED NATIONS

ATOMIC ENERGY. 11 minutes. Encyclopedia Britannica Films, Inc., 20 N. Wacker Dr., Chicago 6, Ill. Purchase \$50 (rental from local libraries *only*).

Clear presentation of scientific facts about the release of atomic energy. Understandable to the layman.

ATOMIC POWER. 12 minutes. March of Time, 369 Lexington Ave., New York City 17. Long term lease \$35.

Outlines the history of The Bomb from the days of theory and research to actuality.

GREECE. 16 minutes. March of Time, 369 Lexington Ave., New York City 17. Long term lease \$35.

This film shows the heroic struggles of the people of Greece, as well as the efforts being made for the reestablishment of economic and political order.

ONE WORLD OR NONE. 9 minutes. Film Publishers, Inc., 25 Broad St., New York City 4. Purchase \$30.

This film stresses the international characteristics of atomic research and points out that atomic warfare could obliterate the world.

OUT OF THE RUINS. 29 Minutes. Canadian National Film Board, 84 E. Randolph St., Chicago 1, Ill. Purchase \$60, rental \$3.75.

An outstanding film in which artistry and technical know-how are combined to present a poignant picture of the Greek people's efforts to rise.

PALESTINE. 16 minutes. March of Time, 369 Lexington Ave., New York City 17. Long term lease, \$35.

The film outlines briefly Palestine history and stresses recent important developments on the question of a national homeland for the Jews.

SPOTLIGHT ON THE BALKANS. 11 minutes. Brandon Films, Inc., 1600 Broadway, New York City 19. Purchase \$25, rental \$1.25.

Points out the strategic position of the Balkan states and indicates the increasing pressure for reform and progress.

RELATED BACKGROUND MATERIAL IN HUMAN AND INTERNATIONAL RELATIONS

AIRPLANE CHANGES THE WORLD MAP. 11 minutes. Encyclopedia Britannica Films, Inc., 20 N. Wacker Dr., Chicago 6, Ill. Purchase \$50 (rental from local libraries *only*).

Shows how our thinking about the nations of the world must be revised to conform with the tremendous implications of modern air travel.

BOUNDARY LINES. 10 minutes. (Color cartoon.) International Film Foundation, 1600 Broadway, New York City 19. Purchase \$90.

Imaginative approach to human relations and intergroup understanding.

BROTHERHOOD OF MAN. 10 minutes. (Color cartoon.) Film Alliance of America, 1600 Broadway, New York City 19. Purchase \$80, rental \$3.

The scientific facts of the basic likeness of all people are presented deftly in this animated cartoon based on the pamphlet *The Races of Mankind*.

FOOD—SECRET OF THE PEACE. 10 minutes. Brandon Films, Inc., 1600 Broadway, New York City 19, and also the International Film Bureau, 84 E. Randolph, Chicago 1, Ill. Purchase \$40, rental \$2.50.

A dramatic presentation of the desperate need for food in the liberated countries and the great moral obligation of the more fortunate United Nations to help their allies.

FREEDOM AND FAMINE. 10 minutes. Motion Picture Service, U. S. Department of Agriculture, Washington 6, D. C.

The desperate plight of all Europe is pointed up through this picture of a typical Paris family coping with the problem of securing food.

GLOBAL AIR ROUTES. 10 minutes. Brandon Films, Inc., 1600 Broadway, New York City 19. Purchase \$50, rental \$2.50.

Emphasizes how air routes have brought the capitals of the world closer together.

THE GREAT CIRCLE. 14 minutes. International Film Bureau, 84 E. Randolph St., Chicago 1, Ill. Purchase \$37.50, rental \$2.

Flying makes new neighbors in this shrinking world. The airplane can contribute to making the world one if it is used as it should be used.
THE HOUSE I LIVE IN. 10 minutes. Young America, Films Division, 32 E. 57th St., New York City 22. Purchase \$30, rental \$2.50.

An Academy Award winner in which Frank Sinatra makes a telling plea for religious and racial understanding.

MAN—ONE FAMILY. 17 minutes. British Information Service, 30 Rockefeller Plaza, New York City 20. Purchase \$37.50, rental \$2.

This is a scientific picturization of the common interests and needs of peoples throughout the world.

OUR SHRINKING WORLD. 10 minutes. Young America, Films Division, 32 E. 57th St., New York City 22. Purchase \$30, rental \$2.50.

Shows how the natural barriers of ocean and mountains have been overcome by modern communication and points out the dangers, opportunities and responsibilities thereof.

THE PALE HORSEMAN. 19 minutes. Brandon Films, Inc., 1600 Broadway, New York City 19. Purchase \$50, rental \$2.50.

Dramatic and realistic report of the crisis in health and food which grew out of the war.

THE PEACEBUILDERS. 10 minutes. Brandon Films, Inc., 1600 Broadway, New York City 19. Purchase \$17.50, rental \$1.25.

Historical background film recalling the famous meetings of Roosevelt, Churchill, and Stalin.

SEEDS OF DESTINY. 19 minutes. Films of the Nations, Inc., 18 W. 55th St., New York City 19.

Prize winning documentary film showing the fruits of starvation and disease among Europe's children.

STORY OF MONEY. 19 minutes. International Film Bureau, 84 E. Randolph St., Chicago 1, Ill. Purchase \$37.50, rental \$2.50.

The development of exchange and monetary system from barter to modern banking. A background film for discussion of international trade.

SUFFER LITTLE CHILDREN. 10 minutes. Motion Picture Service, U. S. Department of Agriculture, Washington 6, D. C.

This film shows the needs of the sick and hungry children of Europe for aid and comfort.

SOME FILMS ABOUT THE MEMBER NATIONS

(It is suggested that recordings of the national music of the country might be played before showing films about individual countries.)

THE BRIDGE. 10 minutes. Available in former O. W. I. repository libraries.

Presents a picture of social and technological developments in South America and emphasizes the part which air transport will play in developing their future.

CANADA—WORLD TRADER. 10 minutes. Canadian National Film Board, 84 E. Randolph St., Chicago 1, Ill. Purchase \$25, rental \$1.25.

Shows the results of recent industrialization and predicts the new role of Canada among the nations of the world.

CHILDREN OF RUSSIA. 13 minutes. International Film Foundation, 1600 Broadway, New York City 19. Purchase \$50.

A fresh picture of Russia reflected from the lives of the children as they go about studying, gardening, playing and vacationing.

INDIA. 12 minutes. March of Time, 369 Lexington Ave., New York City 17. Long term lease, \$35.

A brief presentation of the over-all problems of a complex country.

INDONESIA CALLING. 20 minutes. Brandon Films, Inc., 1600 Broadway, New York City 19. Purchase \$90, rental \$5.

Records the support given the Indonesian Republic in its fight for independence. Directed by Joris Ivens.

MEXICO BUILDS A DEMOCRACY. 20 minutes. Available in former O.W.I. repository libraries.

Portrays the work of the Mexican government in educating its Tarascan people.

THE NEW FRANCE. 17 minutes. March of Time, 369 Lexington Ave., New York City 17. Long term lease, \$35.

Portraying a cross section of life and problems in France today, depicts the miseries and economic chaos of that country and presents proposed plans for its betterment.

ONE YEAR OF FREEDOM. 10 minutes. Brandon Films, Inc. ,1600 Broadway, New York City 19.

Shows Czechoslovakia going about the work of reconstruction, planting and rebuilding.

PEOPLES OF CANADA. 21 minutes. Canadian National Film Board, 84 E. Randolph St., Chicago 1, Ill. Purchase \$30, rental \$2.50.

An excellent picture of the many nationalities which have blended to make a new life in Canada.

POLAND. 18 minutes. International Film Foundation, 1600 Broadway, New York City 19. Purchase \$50, rental \$5.

An insight into Polish historical backgrounds.

THE STRICKEN PENINSULA. 17 minutes. British Information Service, 30 Rockefeller Plaza, New York City 20.

Shows how Italy, with the help of the Allies, is gradually reorganizing for the future.

THE VOICE OF CHINA. 11 minutes. Sundial Films, Inc., 625 Madison Ave., New York City 22. Purchase \$18.

The film reflects the lives, thoughts, and struggles of the Chinese to bring a new world of hope out of chaos.

WE OF THE WEST RIDING. British Information Service, 30 Rockefeller Plaza, New York City 20. Purchase \$42, rental \$3.

"Down to earth" documentary film of family life in England.

WE SURVIVED. 10 minutes. Brandon Films, Inc., 1600 Broadway, New York City 19. Rental \$1.25.

A stark reminder of the horrors of war in Poland, the country which suffered under the Nazi's cruelest edicts.

FILMSTRIPS ON THE UNITED NATIONS

FOREIGN TRADE. *It's Good Business*, Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City 22.

HOW TO LIVE WITH THE ATOM. 63 frames, \$3.00. Film Publishers, Inc., 25 Broad St., New York City 17.

UNITED NATIONS CHARTER. 73 frames, \$2.60. Film Publishers, Inc., 25 Broad St., New York City 17.

WE ARE ALL BROTHERS. 50 frames, \$2.00. Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City 22.

WORLD CONTROL OF ATOMIC ENERGY. 55 frames, \$3.00. Film Publishers, Inc., 25 Broad St., New York City 17.

U. N. AT WORK. 106 frames, free. United Nations.

WHAT IS A GRADE?

FAITH W. SMITTER, *Co-ordinator, Research and Guidance,
Los Angeles County*

The concept of a grade has been handed down to us from our forefathers in the same manner as firecrackers and picnics have followed generation after generation as the proper celebration of the Fourth of July. A grade has always been known as the place where a certain level of work was presented and accomplished. It meant that the child had leaped over the previous hurdles successfully and was now on the next lap. This was a fact a generation or two ago when education was largely a competitive race in which the less able were eliminated early in the game and only the most capable finished the finals. A parent felt assured that when his child was passed from the sixth to the seventh grade he could read the sixth reader, could name and spell the capitals of all the states, and that he was able to work problems in percentage. He knew where his child stood, and his teacher knew the opening day of school what she should expect from him as well as from all the pupils in her class.

With the change in educational philosophy from a desire to educate only the privileged and the best endowed to a responsibility for lifting the level of learning of all children regardless of their inherited potentialities and their environmental differences, a change occurred in the meaning of the word "grade." This change has not been apparent to most people who are not directly concerned with the teaching process. Few lay people understand that a grade is not the result of having passed the previous hurdles, but that it is a place where a group of children of similar age, development, and interests can profit in varying degrees from similar educational experiences.

What does the word "grade" imply in 1948? For example, a teacher of the fifth grade may expect children in her room to

be about ten years of age. There may be a few bright nine-year-olds and a few slow-learning eleven-year-olds. She may expect, if she teaches in an average community, to have a normal distribution of intelligence in the group; that is, about 60 per cent would be of average ability, 16 per cent would be bright, and 4 per cent extremely bright or gifted. Sixteen per cent would be slow-learning and about 4 per cent mentally deficient. This would mean that if she had a class of 40 children, 24 of them would have mental potentialities of ten-year-olds, 6 of them would react more like twelve-year-olds, and 2 would be able to think and to deal with problems on a fourteen- or fifteen-year-old level. There would also be 6 who would be able to handle problems and do the thinking of normal eight-year-old children, and there would be 2 who would be so limited in ability that they had developed only to the six- or seven-year-old level. In certain communities, this normal distribution may be shifted so that there are more gifted or more slow learning.

Some large school systems have attempted to reduce this large range of abilities by providing special facilities for those who differ most sharply from the average. Rooms for the mentally deficient where special materials and procedures may be used and highly trained teachers are in charge is accepted as sound educational practice in larger communities. Special schools or rooms for the highly gifted have been successful in such large cities as New York, Chicago, and Los Angeles. The average teacher in a small district has few such facilities available and so must vary her procedures and adapt her materials to a wide range of abilities.

What does this wide and yet normal range of abilities mean with regard to the achievement expected in every classroom? It is self-evident that we cannot expect the same achievement from every child but that expected achievement should be related to each child's potentialities. If potentialities were exclusively dependent upon intellectual ability, even this confused classroom picture would tend to clarify itself, and the teacher having given standardized tests in the fall of the year would know where she

stood. But what teacher has not contemplated the small boy in her room who made the highest I.Q. score and yet was an atrocious speller and would not settle down to anything? Is there any teacher who has not wondered about a dull or average child who is such a conscientious worker that he accomplishes more than his brighter companions? The children's health, the cultural resources of their homes, their emotional stability, all affect their achievement and add to the complexity of the picture.

What range of achievement is normal in the classroom today? Standardized tests given in the first months of many first grades show that children vary from no reading readiness to an actual reading accomplishment of about second grade. By the time they reach the second grade, low ability, poor health, and emotional problems have prevented many children from learning, while good homes, resourceful parents, and eagerness to learn have encouraged some children to learn beyond the grade in which they are placed. The range of achievement continues to widen until at the fifth grade level, it is normal for a teacher to find achievement scores ranging from second to seventh grade. By the time children reach high school, if the less able have not been eliminated or placed out of their age groups, it is not unusual to find a spread of achievement scores of seven, eight, or ten years. High schools often have entering students whose level of accomplishment varies from fourth to twelfth grade.

In past years, teachers, parents, and administrators have spent much time worrying about those children who were not "up to grade." Administrators have prodded teachers, teachers have complained to parents, and they all have harried the children. Educators now realize that being "up to grade" is an impossibility for some of the children and that the concept is not a helpful one in bringing about a better understanding of the educational needs of all children. The modern teacher expects her children to differ. She adapts her procedures, materials, and instruction in such a manner that each child will achieve in relation to his abilities and his needs.

THE SCHOOL ENVIRONMENT FOR YOUNG CHILDREN IN KINDERGARTEN AND PRIMARY GRADES

DELLA M. PERRIN, *Consultant in Elementary Education,
California State Department of Education*

A school environment in which each child can have experiences leading to maximum physical, intellectual, social, and emotional growth and development is of concern to all who are responsible for the education of children. This article sets forth certain conditions, equipment, materials, and procedures that are desirable for a healthful and challenging environment for young children.

- A. A clean schoolroom with adequate light, proper temperature, ventilation, sanitary lavatory facilities
 - 1. Table or desk tops washed regularly
 - 2. Floor scrubbed frequently or otherwise thoroughly cleaned
 - 3. Walls cleaned regularly; kept free from dust-accumulating objects
 - 4. Light tested with light meter
 - 5. Adjustable window shades
 - 6. Heat even throughout room, between 65° and 70°, regulated by a thermometer placed at level of children's heads
 - 7. Ventilation insuring an adequate supply of fresh air without drafts
 - 8. Sanitary lavatory facilities of appropriate size, convenient location, adequate number, hot water, soap, paper towels
 - 9. Drinking fountains set at appropriate heights, checked daily for cleanliness and adequate stream of water
- B. Safety provisions appropriate to the location and condition of school
 - 1. Patrol boys where needed to help children across streets and highways
 - 2. Playground with adequate space, free from rocks, debris, nails
 - 3. Playground supervised at all times when children are there

4. Nurse, doctor, or person trained in first aid on call during school hours
5. Equipment sturdy, free from splinters, sharp edges
6. Part of playground fenced for younger children, particularly in larger schools
7. Yard with shade and grass for children's use; also surfaced, all-weather yard

C. Appropriate rhythm of activity and rest

1. Flexible daily schedule allowing for quiet, alternated with active work and play, according to each child's needs
2. Periods of complete relaxation when children lie on mats, rugs, or cots
3. Short periods, not more than 10 to 20 minutes, of sitting in one position

D. Provision for extensive use of the schoolyard or grounds

1. Yard immediately adjacent or easily accessible to schoolroom
2. Outdoor area for young children set apart from that for older children
3. Materials and equipment that provide for large-muscle development of young children
4. Guidance of children's outdoor activities as important as indoor

E. Outdoor conditions, equipment, and materials that will promote physical, intellectual, social, and emotional development of children

1. Fenced area, 75 to 100 square feet for each child
2. Sand pit with cover; clean sand and toys
3. Spaded area for digging; spades of appropriate size
4. Jungle-gym; horizontal ladders with round rungs
5. Turning poles of two or three appropriate heights set over sand or sawdust base
6. Slide; swings with canvas seats
7. Traveling rings and knotted climbing ropes suspended from frame, over sand or sawdust base
8. Packing boxes of various sizes and of heavy construction such as fruit-picking boxes, piano and refrigerator crates, banana boxes, apple boxes for construction and climbing
9. Large hollow blocks with waterproof finish, bought commercially or made to order

10. Walking or balance-boards of heavy planks extended between boxes, or bought commercially. Boards of different sizes and widths for a variety of purposes
11. Low, broad sawhorses with detachable vises for use in construction; also for use as support for boards and tent canvas
12. Old-type sand tables with metal lining filled with water, for water play; used in large, hollow-block building as the base for a bus, a train, a boat
13. Smooth mounds of earth in corner of play yard that can be ridden over with wagon and tricycle, rolled down, hidden behind
14. Drums made from wooden boxes, nail kegs, metal cans; drumsticks made from spools, wrapped and fastened to dowel rods; washboards and sticks, gourd rattles for use in rhythmic activities
15. Playhouse corner with home or commercially-made furniture and other materials to encourage dramatic play
16. Large wheel toys such as wagons, tricycles, wheelbarrows
17. Sturdy, small toys such as automobiles, boats, airplanes, dolls, animals, for use in dramatic play
18. Pet cages and shelter for different kinds of animals that may be kept at school for a day or several days
19. Easels for painting; outdoor as well as indoor use
20. Clay table for outdoor as well as indoor use
21. Large rubber balls, bean bags, ring toss
22. Hobby horses made of broomsticks with horse heads cut of plywood, reins attached
23. Outdoor storage cupboards for blocks, boxes, wheel toys, easels
24. Garden space and sturdy tools

F. A schoolroom environment that will promote maximum growth for each child in social studies and science, arithmetic, language arts, construction and industrial arts, fine arts, physical well-being

1. Comfortable, sturdy, movable furniture
 - a. Suitable for use in carrying on modern educational program
 - b. Adaptable and adjustable to children of different sizes
 - c. Blond preferable to brown as furniture color
2. Science center
 - a. Tables and low shelves for exhibiting materials, specimens; for carrying on experiments; for reference books

- b. Typical materials: aquarium, terrarium, magnets, magnifying glass, prism, compass, containers for seed planting, facilities for simple cooking
- c. Typical specimens: shells, leaves, rocks, seeds, plants
- d. Bulletin board for displaying pictures, charts, mounted specimens
- e. Use: children free at appropriate times to examine, to experiment, to get information through touching, smelling, tasting, looking, listening

3. Library center
 - a. Table, chairs of several sizes, open shelves
 - b. Books, pictures selected for specific purposes; for children of different levels of maturity with variety of interests
 - c. Bulletin board in background for displaying pictures that encourage interest in books
 - d. Total arrangement orderly, easily accessible, colorful, attractive
4. Block play center
 - a. Hollow blocks of various sizes; 24" x 12" x 6", 12" x 12" x 6", 12" x 6" x 6"; waterproof finish for outdoor use
 - b. Solid, wooden blocks of various size and shape
 - 1) Low, open cupboards for storage
 - 2) Large open boxes on rollers for moving blocks from shelves to other parts of room
 - c. Small toys for use in block building
 - 1) Automobiles, airplanes, boats, trains
 - 2) Dolls that will stand, farm animals
5. Small sets and many single copies of books designated by State and county or city
 - a. Readily accessible to teacher as she needs them for use with children in groups or individually
 - b. Reserve supply available at school library
6. Clay center
 - a. Large supply of modeling clay
 - b. Covered clay jar; low platform on rollers for moving clay jar about room
 - c. Boards on which to model clay
 - d. Table with removable oilcloth cover
 - e. Supply of clean cotton rags

7. Educational games center
 - a. Open shelf for storing; table for playing
 - b. Typical games: dominoes, anagrams, checkers and board, jigsaw puzzles, commercial and teacher-made games
 - c. Selection suitable to interests and abilities of children in room
8. Construction center
 - a. Low workbench equipped with vise
 - b. Several low sturdily-built sawhorses; detachable vises
 - c. Soft wood of length and width appropriate to use
 - d. Sturdy tools needed for construction
9. Music center
 - a. Commercial and homemade musical instruments
 - 1) Bells, chimes, drums, rattles
 - 2) Piano and phonograph in room or readily accessible within the building
 - b. Appropriate music books and records
10. Painting center
 - a. Easels; at least two, double
 - b. Water-soluble paint
 - c. Large brushes
 - d. Newsprint, 18" x 24"
 - e. Jars; box with handle for carrying to and from easel
 - f. Finger paint; smooth-surface paper
 - g. Supply of clean rags, paper towels
 - h. Bulletin board for displaying pictures
 - i. Frames of manila tagboard for displaying selected pictures
11. Exhibit tables, shelves, bulletin board: models, samples, examples, illustrations relating to social studies
12. Bulletin board displays
 - a. Materials related to the social studies unit of work and other interests
 - 1) Children's paintings
 - 2) Experience stories of language and reading types
 - 3) Vocabulary lists; questions raised by children
 - 4) Mounted pictures carefully selected by teacher for specific purposes
 - 5) Children's original stories, poems; letters sent and received
 - b. All materials on bulletin boards properly mounted and well-arranged according to acceptable art principles

- c. No bulletin board space needed above blackboard; too high and too narrow to be useful
- 13. Charts for use in primary grades
 - a. Materials needed
 - 1) Manila tagboard, 12" x 18", 18" x 24", 24" x 36"
 - 2) Pen points for printing, round tip, sizes 5, 4, 3, 2, 1, 0
 - 3) Stamp printing press, small letters approximately 1" high, capital letters higher in proportion
 - 4) Chart liner similar to staff liner for music, or ruler to make guide lines
 - b. Correct sentences, punctuation, spacing, margins
 - c. Illustrations appropriate to subject-matter content on chart
 - 1) Children's paintings
 - 2) Well-selected magazine pictures, study prints
- 14. Blackboard space: (a) one strip ordinarily enough; (b) at least part of it with lines appropriately spaced
- 15. Adequate storage space
 - a. Open shelves for books used by children; storage cupboards for books not in current use
 - b. Shelves and filing cases to hold 9" x 12", 12" x 18", 18" x 24", 24" x 36" paper supplies, charts
 - c. Filing case for picture collection
 - d. Ample space for hanging children's wraps; low hooks placed so garments do not touch
 - e. Individual lockers for each child's possessions, if possible
- 16. Housekeeping materials for kindergarten and first grade
 - a. Dolls; washable, unbreakable
 - b. Furniture for dolls; carriage, bed
 - c. Dishes and kitchen utensils
 - d. Cleaning and washing equipment
 - e. Furniture for children; rocking chair, stove, tea table and chairs
 - f. Telephone
 - g. Dress-up clothing
- 17. Audio-visual teaching aids
 - a. Access to central collection of projectors, films, slides, study prints
 - b. Libraries, county or city schools office, local school
- 18. Miscellaneous materials and equipment
 - a. Crayons, large size, if used at all

b. Writing materials

- 1) Paper in large sheets, wide spaces between lines; used throughout second grade, at least
- 2) Large pencils; used throughout second grade, at least
- c. Scissors; blunt points for use in kindergarten, first grade; one pair to every three or four children
- d. Lengths of cloth, as unbleached muslin
- e. Newsprint; large supply; 24" x 36", 18" x 24", 12" x 18"
- f. Manila tagboard; medium weight; 24" x 36", 18" x 24", 12" x 18", 9" x 12"

G. Extension of school environment into surrounding community

1. Children take trips into community for specific purposes
2. Residents of community willing to share knowledge, demonstrate skills and processes, are invited to school

H. Organization and management of modern school program

1. Room and yard arrangements
 - a. Functional
 - b. Furniture and equipment moved when necessary
2. Materials
 - a. Need for specific materials anticipated by teacher and children
 - b. Made available for ready and effective use by individuals and groups
3. Grouping
 - a. Approximate size of total group in room
 - 1) 20 in kindergarten; ages 4½ to 5½ years
 - 2) 20 to 25 in first grade; ages 5½ to 6½ years
 - 3) 25 to 30 in second and third grades; ages 6½ to 8½ years
 - b. Flexible grouping within and between rooms desirable
 - c. Social, emotional, physical, as well as intellectual development should be furthered by grouping
 - d. Seldom are *all* children in a kindergarten and first grade brought together in one group with advantage to them
 - e. Study of natural groupings made by children themselves during play periods is advantageous
4. Scheduling
 - a. Large blocks of time desirable
 - b. Flexibility of schedule allows for taking advantage of unforeseen but worth-while experiences

- c. Social studies and related activities placed first in schedule for day advantageous in modern program
- 5. Teacher's part in democratic control of children
 - a. Respect the unique worth of each child
 - b. Understand reasons for child's behavior; provide experiences in the school environment that will lift his behavior to increasingly higher levels
 - c. Respect the contribution of each child; give him thoughtful, sincere attention
 - d. Arrange experiences so that each child has practice in participating; respecting rights and feelings of others as well as his own; being a leader, a follower; taking responsibility
 - e. Give the child choices among carefully-selected experiences when possible
 - f. Give the child opportunity to pace his undertakings according to his needs in so far as possible
 - g. Allow each child freedom for action within reasonable limits; give guidance in constructive use of freedom as he carries on activities
 - h. Make constructive suggestions when giving guidance; make specific instead of general statements; give favorable recognition whenever possible
 - i. Encourage children to use acceptable means for gathering information; to use intelligently the information in solving their problems
 - j. According to the levels of their maturity, help children to plan and evaluate their activities
 - 1) Second and third grade children are increasingly able to plan and evaluate as a whole group, each individual and small group subsequently assuming certain responsibilities
 - 2) First grade children are making progress in this direction but most of the planning and evaluating is done better with individuals and small groups rather than with the group as a whole
 - 3) Kindergarten children's plans usually develop as they go along; unless guidance by the teacher is given immediately, the opportunity is lost. This is true also with the younger children in first grade

The benefit to children from living at school in the environment described is apparent to the teacher, administrator, and supervisor having knowledge of the growth and development of children and of the society in which they live. It is apparent that such an environment is conducive to a high quality of learning in all areas of the curriculum. It offers opportunities for development of sound social and scientific understandings and attitudes, for development of competency in the use of the tools of learning, for esthetic expression, and for physical development.

Certain schools have already accomplished the task of setting up healthful and challenging environments; others are well on the way; still others have made only a beginning. The task is one for teachers, administrators, and supervisors working together on a plan of action in accord with age groups to be accommodated and local conditions. The best of plans is neither quickly nor easily accomplished. The rewards of accomplishment, however, far surpass difficulties encountered, for the maximum development of every child has been made possible.







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